

The background is a deep blue gradient with a subtle pattern of white dots. Overlaid on the left side are several concentric circles and a large circular scale with degree markings from 160 to 260. Some circles have arrows indicating a clockwise direction.

SOCIAL AND EMOTIONAL ISSUES OF GIFTED CHILDREN

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AGENDA

- Welcome/Introduction
- Overexcitability
- Asynchronous Development
- Perfectionism
- Introversion
- Conclusion



A common misconception of gifted children is that they are lucky and will succeed without any extra help from others. Brighter doesn't necessarily mean happier, healthier, more successful, socially adept, or more secure (Delisle and Galbraith, 2002).



OVEREXCITABILITY

Overexcitability is a common social and/or emotional issue of gifted children. These children may have increased sensitivity, awareness, and intensity.

The areas of increased intensity in the overexcitable gifted child are psychomotor, sensual, intellectual, imaginal, and emotional.

PSYCHOMOTOR INTENSITY

Psychomotor intensity means that a child has the capacity to be active and energetic, the child has a surplus of energy. ADHD is a common misdiagnosis for the psychomotor gifted child.

- * The child cannot stay still.
- * The child may have physical and/or verbal enthusiasm.
- * The child acts impulsively.
- * The child talks compulsively.
- * The child may misbehave or act out.
- * The child may become overly competitive.

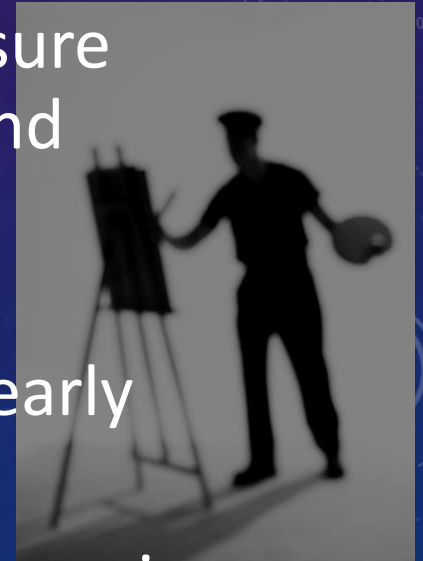
STRATEGIES FOR WORKING WITH THE PSYCHOMOTOR GIFTED CHILD

- Allow the child time for physical and verbal activity, before, during and after the normal daily and school activities.
- Build activity and movement into their lives. Be sure that these activities are acceptable and not distracting to others around them.
- Psychomotor children need time for spontaneity and open-ended activities.

SENSUAL INTENSITY

Sensual intensity is expressed as a heightened experience of sensual pleasure or displeasure resulting from sight, smell, touch, taste, and hearing.

- * The child may have an increased and /or early appreciation of art, music, and language.
- * The child may find things like clothing tags, noises in the classroom, or smells so distracting that they are not able to complete their school work.



THE SENSUAL OVEREXCITABLE GIFTED CHILD

- In order to work with the sensual overexcitable gifted child you need to create a soothing environment which limits offensive stimuli and provides comfort.
- You should provide appropriate opportunities for being in the “limelight” by giving the child unexpected attention, or facilitating creative and dramatic productions that have an audience.
- These children literally “feel” the recognition that comes from being the center of attention.

INTELLECTUAL INTENSITY

The gifted child with intellectual intensity loves theory, thinking about thinking, and moral thinking, he/she has strong concerns about moral and ethical issues.

- * The child may have concerns over issues like fairness and respect.
- * The child has an incredibly active mind.
- * The child may seek truth and understanding, has a need to gain knowledge, and is often an avid reader and keen observer.

THE INTELLECTUAL OVEREXCITABLE GIFTED CHILD

- Whenever possible, provide or suggest ways for the intellectual overexcitable child interested in moral and ethical issues to act on their concerns – such as starting collections for the homeless or writing to soldiers in Iraq. This helps them feel that they can help, even if it's in a small way.
- If the child seems critical or too outspoken to others, help them see how their actions may be perceived as cruel or disrespectful.
- Showing this child how to find the answers to their questions shows respect and encourages the child's passion to analyze, synthesize, and seek understanding.

IMAGINATIONAL INTENSITY

The gifted child with imaginal intensity has a rich association of images and impressions, frequently uses image and metaphor, has a talent for invention and fantasy, experiences detailed visualizations, and elaborate dreams.

* This child may mix truth with fiction and create internal, private worlds.

INSTRUCTIONAL STRATEGIES FOR IMAGINATIONAL INTENSITY

- These children may need help in differentiating between their imagination and the real world.
- They may need to write or draw the factual account of a situation before they embellish it.
- These children will need help using their imagination to function in the real world, to promote learning and productivity.

EMOTIONAL INTENSITY

The gifted child may experience intense emotions, intense empathy, and a magnified affective expression.

- * The child may have concerns with death and depression.
- * The child is often accused of “overreacting”.
- * The child forms deep relationships and strong emotional attachments.

INSTRUCTIONAL STRATEGIES FOR EMOTIONAL INTENSITY

- These children need to be taught to anticipate their physical and emotional responses and prepare for them.
- By knowing the warning signs and acting on them early, children will be better able to cope with emotional situations and not lose control (Lind, 2001).



OVEREXCITABILITY

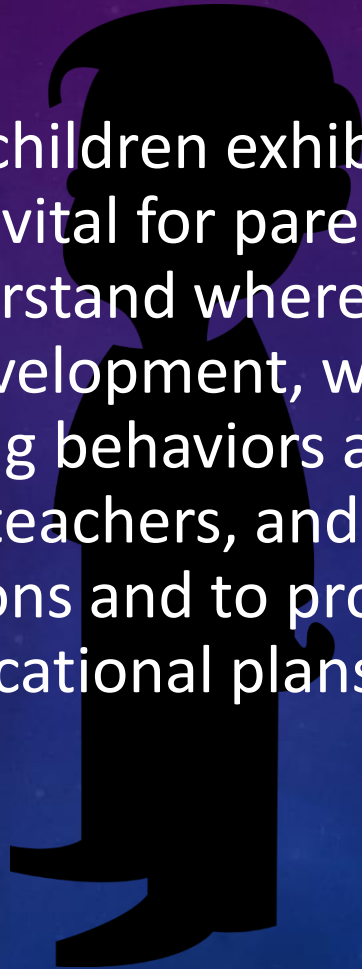
- Overexcitability represents a difference in the fabric of life and the quality of the experience. Children who manifest several forms of overexcitability see reality in a different, stronger and more multisided manner. As educators, we need to focus on the positives of the overexcitable gifted child, create a comfortable environment whenever possible, and cherish and celebrate the diversity of each child.

ASYNCHRONOUS DEVELOPMENT

- The uneven intellectual, physical, and emotional development of the gifted child. The development in these areas are out of "sync" and do not progress at the same rate. A child with asynchronous development may have the intellectual ability of a 7 year old, emotional maturity of a 4 year old, and the physical ability of a 3 year old.

ASYNCHRONOUS DEVELOPMENT

- Since most gifted children exhibit asynchronous development, it is vital for parents, teachers, and caregivers to understand where a child is at in their various area of development, which can be very helpful in managing behaviors and expectations. It can help parents, teachers, and other caregivers to set realistic expectations and to provide appropriate individualized educational plans for gifted children (Coggins, 2011).



PERFECTIONISM AND INTROVERSION

- Gifted people of all ages are prone to perfectionism. They believe they can never fail and they always need approval. They become frustrated because nothing is ever "good enough."
- An introvert's main focus is within his/her own head, in the internal world of ideas and concepts. Introverts represent a minority of the total population, but there is a majority of introverts in the gifted population.

PERFECTIONISM

- Children need to learn to separate their self-worth from their products. Parents and teachers can support these children by focusing first on how the content of their products matched the evaluation criteria of the project.
- Parents and teachers can help the child know when to quit, helping the students develop monitoring skills to check that their projects fall within the expected parameters by having discussions about the expectations of the project.
- Since the gifted child often feels frustration from his or her own unrealistic expectations, the child may need help in finding hobbies and pursuits that can bring joy.

INTROVERSION

- Different students need different methods and environments for optimal performance in the school setting.
- Differentiating for the gifted introvert must be advocated. This means things such as assignments, grouping patterns, activity levels, assessment options, wait time, and expectations need to be modified for this special group of students.
- There should be an awareness of and willingness to work with the gifted introvert's different social and emotional needs.

IN CONCLUSION

There should be an active screening process for the social and emotional needs of gifted children.

School social workers, administrators, counselors, and teachers need to learn and stay current on the issues related to identifying and helping gifted students.



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